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ABSTRACT

This group of six papers centers on the development of library schools and the training of library personnel. "The Status of Professional Groups in Libraries and Library Education in the GDR," by Hildegard Wagenbreth and Helmut Kubitschek, East Germany, describes the training programs, apprenticeships, courses, and admission criteria of various colleges and universities for three groups of professional library personnel. Another paper from the same country, "The Subject Library History in the Training of Librarians in the GDR," by Alexander Greguletz, discusses the general principles and structure of programs to train librarians in library history. Discussions of the role of information infrastructures in developing countries and integrating library and information science education with museology and other disciplines are included in a paper from India, "Integrated Education for Librarianship and Allied Disciplines," by P.N. Kaula; seven references are listed. "Education for Librarianship and Inservice Training in Libya," by Mabruka O. Meherk of that country, presents a chronological history of library development in Libya and discusses institutions and courses offered there. Significant developments of paraprofessional training in the library/media field are described in "Education for Supportive Staff in the United States and Canada," by Josephine Riss Fang of the United States, and an Australian paper, "Library Management and the Education of Support Staff," by Edward R. Reid-Smith, includes a review of the status of library assistants in various countries. The last two papers have extensive reference lists. (RBP)

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# INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS

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DIVISION: Education and Research

SECTION: Library Schools and other Training Aspects

13/TRAIN/1E

# The Status of Professional Groups in Libraries and Library Education in the GDR

by
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and
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Wagenbreth, Hildegard; Kubitschek, Helmut

## The Status of Professional Groups in Libraries and Library Education in the GDR

There are three groups of professional personnel in the libraries of the German Democratic Republic:

1. Library assistents (Bibliotheksfacharbeiter)
2. Librarians (Bibliothekare)
3. Diploma-librarians (Diplombibliothekare) resp. specialist librarians (Fachbibliothekare).

Obligatory national training programmes for the three qualification levels had been established.

Since 1969 assistant librarians have been trained according to unified educational standards reflecting basic requirements of socialist librarianship.

Admission to the training is based on clearly stated criteria:
- school-leaving certificate of the ten-year-generalschool
- high standard of general education and the subjects of social sciences as well as of German language and literature and foreign languages
- commitment to political and cultural events

Young people who want to take up the vocation sign a two-year apprenticeship contract at a special kind of library, such as the Deutsche Bücherei, a research library of a district (WAB(B)), etc. During vocational training preference is given to practical on-the-job training. The apprentices will become acquainted with the most important tasks set for library organization and operations at the different departments of the library responsible for the training, among others stock building and processing, methods of in-

formation on the bookstock, alphabetic cataloguing, interlibrary lending, typing, statistics, general administration and library budget, organization and technology of lending.

Special attention is focused on making the apprentice familiar with the work place he/she will get after having completed the training. Field trips, visits to or short practical training at other libraries of the territory provide them with knowledge of different types of libraries.

In order to encourage and stimulate apprentices and make them familiar with their future activities they take part in a socialist vocational competition.

Theoretical training is provided to assistant librarians by four-week courses at the professional school for library assistants (Betriebsberufschule für Bibliotheksfacharbeiter) at Sondershausen four times a year. The general basic training includes subjects such as civics, sports and languages. In addition there are:

- specialized fundamental subjects: economics, socialist law, fundamentals of data processing, fundamentals of measurement and control technology,
- specialized professional subjects: cultural policy, theory of science, typing, publishing, theory of literature, bibliology, library science, bibliography, alphabetic cataloguing.

With regard to some subjects, e.g. bibliography, alphabetic cataloguing, there will be additional instruction according to the chosen special subjects such as general state libraries/trade unions libraries or research libraries.

The apprentices complete their training by sitting in

special orders to examine
for examinations according library assistants (Facharbeiterprüfungsordnung) of 1978. They have to sit in for final exams in at least three and at most five practical and six theoretical subjects. In addition the apprentices have to present an end-to-course report which will be defended orally.

The second professional group (qualification level: middle-level training): librarians (Bibliothekare). They represent the largest group of professional personnel with regard to their number. According to old traditions they are trained at three para-professional library schools (Fachschulen):

1. college for Librarians in Leipzig (Fachschule für Bibliothekare "Erich Weinert"
2. college for Scientific Librarianship in Leipzig (Fachschule für wissenschaftliches Bibliothekswesen)
3. college for Scientific Information and Librarianship (scientific) in Berlin (Fachschule für wissenschaftliche Information und wissenschaftliches Bibliothekswesen)

The first School is responsible for training librarians of general state libraries of districts, towns, regions, rural areas as wellas trade union libraries and is subordinated to the Ministry of Culture. Both the second and the third School provide training of librarians at research libraries, such as the Deutsche Bücherei, Deutsche Staatsbibliothek, university and college libraries as well as other technical libraries and are subordinated to the Ministry of Higher Education.

The Library Act of the GDR (May 31, 1968) with its basic demand for a unified socialist librarianship and the continuous cooperation of the managing boards of the three Schools resulted in a unified professional status based on

guidelines worked out by the Committee on Library Education within the Library Association of the GDR and approved by the Minister of Culture and the Minister of Higher Education in 1974 thus assisting the development of library education and clearly stating a unified status of librarians for the first time in the history of middle-level library training. On its basis new training programmes were established. Heads of the Schools, members of teaching staffs (subject specialists), experienced practitioners and representatives of central governmental authorities designed a new "Curriculum for the basic course in library science of the technical schools of the GDR" ("Studienplan für die Grundstudienrichtung Bibliothekswesen zur Ausbildung an Fachschulen der DDR") which was approved by the responsible Ministers. Since the academic year of 1978/79 the training of librarians at the three library colleges (Fachschulen) has been based upon it.

To be considered for admission to the School a person must have successfully completed education at the ten-year-general school and vocational training (Facharbeiter), possibly within librarianship, or secondary education at extended-secondary school (EOS)

The training programmes aim at providing both political and professional education in order to train future librarians with appropriate knowledge and skills to meet the employment demands of libraries and who are fully aware of their responsibility for the development of a socialist society, its culture and science. At the same time the programmes take specific demands on library practice at the different kinds of libraries into consideration. Within the general studies framework there is a thorough basic train-

ing of Marxism-Leninism, foreign languages and sports.

The professional curriculum includes the following subjects:

Theory of culture and cultural policy
Theory and history of socialist literature
Theory of science
Present bibliology
Fundamentals of pedagogics and psychology
Library automation and mechanization
Library history/Librarianship of foreign countries
Fundamentals of statistics
Information and documentation
Library management and planning
Stock building
Cataloguing
Bibliography/bibliothecarial-bibliographical information

The training course general state libraries/trade union libraries includes the following subjects:

International contemporary history
World literature
Children's literature
Methods of information on and publicity of belle-lettres

The training course research libraries includes:

A third foreign language
Historic bibliology
Archives

Library Schools award the degree "Librarian" (Bibliothekar) after the completion of a three-year full-time course or a correspondence course of four and a half years.

During full-time studies special attention is paid to

acquiring practical experience at libraries. By various practical courses on the job of different duration students get the opportunity of applying theoretical knowledge to practice. Apart from three one-week courses at the School the final year will completely be spent at a library. In general the student works at the library at which he will take up his job after having completed professional training. Thus the tranistion from studies to practical work will essentially be facilitated. In past decades many kinds of practical training have been tested; this one may be regarded to be the most favourable one. Mention must be made of the employment contract which will be signed at the beginning of the final year guaranteeing, as provided by law, a job after the successful completion of the three-year full-time course.

Admission to the above-mentioned correspondence course of four and a half years is based on the same criteria like full-time courses. In general every two weeks the students spend one day at the consultation centres in Leipzig (branches in Halle and Magdeburg), Erfurt, Berlin, Dresden and Rostock. Students acquire the necessary knowledge by means of correspondence letters or special instructions. Several years of professional activities are prerequisite for taking a correspondence course.

Library work within the socialist librarianship of the GDR does not only require a high standard of professional education by full-time or correspondence courses but also continuing education. In this respect various efforts have been taken by the heads of different libraries, the central institute for librarianship Berlin as well as the district

branches of the Library Association. But educational institutions must also take on commitments concerning continuing education. The college for librarians in Leipzig (Fachschule für Bibliothekare "Erich Weinert") has been very successful in this field and may look back at first experiences. It has provided one-year post-graduate courses for specialized fields such as "Problems of literary reception", Planning and management of library work","Work with children/children's literature". In addition so-called intensive courses (five days at the time) have been conducted concerning the work at artotheques, phonotheques, problems of planning and statistics, work at children's libraries. Participants of such courses usually work in the respective field, are experienced practitioners and are deeply interested in library profession.

The courses are taught by the teaching staff of the School including experts from universities and colleges. Practicing librarians like to take part in the courses since they are not only designed to provide them with the latest findings of research but they also offer opportunities of exchanging experience. In the future still greater attention will be focused on continuing education.

The third professional group (qualification level): diploma-librarians (Diplombibliothekare). They are trained at the Humboldt-University, at the Institute of Library Science scientific information (Institut für Bibliothekswissenschaft und wissenschaftliche Information - IBI).

The academic degree "Diploma-librarian" (Diplombibliothekar) may be awarded after the students have completed full-

time courses or correspondence courses.

To be considered for admission to the university an applicant must have successfully completed secondary education (Abitur) and must be well suited for library profession. With regard to correspondence courses students to be enrolled must have gained professional experience during several years of library work.

The university provides a four-year full-time course completed with final examinations and a final paper thesis (Diplomarbeit) which has to be defended in the traditional academic manner.

The curriculum includes a thorough training of basic subjects such as Marxism-Leninism, sports and two foreign languages covering 25 per cent of the total training period.

Professional studies cover the following areas:

General library science
Stocks/catalogues
Work with users
Library and librarianship management and planning
Bibliography
Information and documentation
History, theory, classification and organisation of Library Science
Introduction into the work with the cultural heritage
Bibliology including publishing and book trade

In addition the university curricula of social sciences offer a colourful selection of different subjects to the students. Usually they are very interested in the various subjects of culture and arts.

As a rule correspondence courses are based upon a similar curriculum.

Full-time course pay special attention to practical on-the-job training. Practical work is done at different libraries during more than six months. The level of training objectives will be increased from year to year ranging from acquiring comprehensive knowledge of the library up to the independent creative preparation of a "thesis" (Diplomarbeit) based on original research into a particular problem within library science.

It is the main concern of university courses in the GDR to train librarians with appropriate abilities and skills such as independent scientific work, knowledge of demands on library work in society, personal political commitment and the intention to be efficient.

University courses will be completed by the successful oral defence of the thesis. A special form of advanced education and qualification are research studies started within the fourth year, completed after three years and leading to the lower doctorate "A" (Dr. phil.). The most proficient and successful students only may take up research studies.

Experienced practitionerr may take a four-year full time training also leading to the doctorate "A" (D.r phil.). The candidate gets financial support so that he is able to do research work undisturbed.

Correspondence courses for diploma-librarians take four and a half years. Only experienced practitioners, frequently graduates of a library school (Fachschule) may take such a course (a total of about 4,000 lessons,

including about 800 lectures, consultations and seminars).

In addition the Humboldt-University (IBI) provides training of information specialists (Fachinformatoren) and specialist librarians (Fachbibliothekare).

The post-graduate training course "Library Science" takes two years and provides graduates of universities who successfully completed other branches of study with professional training in the field of library science. These graduates have already proved in practice to be qualified to take such a course. The course includes 500 lessons and will be completed by exams and a final paper conferring the degree "specialist librarian" (Fachbibliothekar). In some respect this course continuous the previous training of junior librarians (Referendare) resp. consultants (Fachreferenten).

The post-graduate training course "Information and Documentation Science" formally corresponds to the above-mentioned one. It takes two years (500 lessons), will be completed by exams and an end-of-course report conferring the degree "information specialist" (Fachinformator).

To be considered for admission to the course a person must have practised an occupation for at least two years and must have taken university education in the fields of social sciences, mathematics, natural sciences or medicine. The whole branch technology will be trained at the Technical College in Ilmenau.

At present programmes are designed for a post-graduate full-time course providing graduates of different branches of study with a special training (500 lessons) in information and documention sciences immediately after they have defended their theses (Diplomarbeit).

The great variety of library education, training and continuing education in the GDR is based on a unified, social concept for the 1980ies discussed, approved and co-ordinated by the experts of librarianship. This concept defines the librarian as a socialist intermediary of culture, science and the development of personalities.

The training of the three professional groups is free of charge; in addition 90 per cent of trainees and students get grants.

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DIVISION: Education and Research

SECTION:

Round Table on Library History

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# The Subject Library History in the Training of Librarians in the GDR

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## The Subject Library History in the Training of Librarians in the GDR

### A General principles

According to the teaching programmes for library history, at universities and colleges, students are to be made familiar with central historical problems of the development of social functions of libraries.
Under this aspect, libraries have been and still are not only component but also agent and condition of development for science, technology, production and cultural education in their close inter-relation with their cultural environment, the nature or their organisation and their social effectiveness. Library history correctly understood will always be part of the history of society at the same time.

Important socio-political events have always had an impact on the process of disseminating knowledge and education - to the extent to which these are effected by the libraries. This does not exclude however, to elaborate and exemplify in a number of library-historical processes specifics and quality, and to record, applying principles of periodisation according to marxist historiography, the development of libraries in relation to the development of entire society, which it sometimes lags behind, sometimes anticipates. In this context, functions of individual types of library are only evident from scientific, educational, cultural-political interaction, and rarely directly from political events.

When presenting social relations which influenced the development process of libraries, we start from verified results of historiography.

Library history pursued on such a way does not only offer good prerequisites for inter-disciplinary cooperation with traditional library-science subjects as bibliology and science history, but also with training fields such as administration

and planning of the library system, of library and readers' sociology e.a. In the range of library science subjects, training in library history is far from struggling for its existence as subject sui generis, nor is this training isolated from educational and teaching goals of the other sections of training.

The appriciation of a historical approach explains the fact, as far as its educational and ideological components are concerned, that inuniversity training for librarians for instance about one third of the entire training - thus in history of library science, history og books, script and publishing, historical development of bibliography, science history and other divisions, are conducted inclose interrelation with library history.
The same applies for such subject in college training as culture theory/cultural policy, theory and history of socialist literature, historical bibliology and international contemporary history, which complement this picture of history in their science-historicla, literature and book historical as well as contemporary historical components.
Library historical training is in this connection considered an indespensable component part of library training and of basic professional knowledge.

B Structure of Training

According to teaching programmes for university and college training of librarians, the subject is subdivided into the sections general library history, development of the library system of the GDR, library systems of foreign countries, and international library work.
The section on general library history accounts for the majority of hours, at university level in direct studies 89 out of a total of 138 hours, in external studies 50 out of 96, in post-graduate studies 15 out of 32, and at college level 32 out of 72.

We shall present below the internal structure as an example for direct studies at university level, which at the same time reflects the approved conception of a future university textbook.

I Emergence and development of libraries in the epoch of ancient oriental class societies and socie1 formations based on slavery

1. Basic historical conditions
2. Palace and temple libraries in the epoch of ancient oriental class societies
3. Development and expansion of libraries in the epoch of social formations based on slavery in the mediterranian region

3.1 Essential foundations of education in antiquity

3.2 Scholars' and research libraries in Greece and the hellenistic phase of Greek culture

3.3 Important Roman public and private libraries

4. Culture of the West-Roman empire in the period of decline of the slave-owning society; the significance of developing Christianity for library-historical processes
5. Cultural-historical importance of the Imperial Library at Byzanz

II Development of libraries inthe epoch of transition to feudalism and the expansion of the feudal order of society in the territories of the former West-Roman Empire

1. Substance and forms of early medieval dissemination of knowledge
2. Extension of convent, cathedral, and church libraries in the period of rise and consolidation of feudal relations

2.1 Reality and effect of education and library systems in the Frankonian Empire and the emergence of the German territorial state

3. Influence of Arabic culture and Arabo-Spanish library system on European development

III. Development of libraries in the period of fully developed feudalism in European countries

1. Culture historical prerequisites for emergence and development of new library forms

2. Decline of convent libraries and the beginning of council and university libraries

IV. Development of libraries in the period of decay of feudalism emergence of manufacture capitalism, up to the French Revolution of 1789

1. Humanism, renaissance, early-bourgeois revolution in their mutual influence on book and library development

2. General historical and social conditions and the basic development tendencies of library systems in the advanced countries of Europe, till the middle of the 18th century

2.1 Development of princely court libraries and university libraries in Germany

2.2 Bourgeois enlightenment, new ideological and institutional forms of education , and the condition of the library systems on the eve of the French Revolution

3. International library development - social libraries, readers' societies. lending libraries and club libraries

V Development of the library system in the epoch of capitalism of free competition in the advanced capitalist countries, till the stage of transition into imperialism

1. French Revolution and European libraries

2. Culture historical prerequisites and the library system, as well as library-political demands inthe epoch of capitalism of free competition

3. Main reasons for emergence and development of National Libraries

4. Basic features of public libraries in Great Britain and the US

5. The German library system in the period of bourgeois transformation and the full development of capitalism of free competition

5.1. Attempts at establishing theoretical foundations for "public" libraries and development of people's libraries, till the beginning of the book hall movement

5.2 Working class movement, education for workers, workers' education clubs and workers' libraries, till the fall of the law on socialists

5.3 Survey of state, country, and academic libraries

VI. The development of libraries in the epoch of imperialism and the transition from capitalism to socialism, till the end of World War II

1. Library system under the influence of imperialism in advanced capitalist countries

2. The Great Socialist October Revolution in its fundamental importance for the history of library systems

3. Development of the German library system from the beginning of the epoch of imperialism till the military collapse of fascist German imperialism

3.1 Research library system since the transition to monopoly capitalist development, till 1945

3.2 Survey of the development of workers' library system till the erection of fascist dictatorship

3.2.1 Development of workers' libraries after the fall of the law on socialists, till the end of World War I

3.2.2 History of workers' libraries from the constitution of the Weimar Republic till fascist seizure of power

3.3 Development stages of bourgeois popular book systems from the beginning of the back hall movement till the end of the fascist library system

For the training section 'library system of foreign countries and international library work':

, 34 hours are used at university level direct studies, 26 hours in external studies, 10 hours in post-gr duate studies, and at college level 37 hours. For the presentation of the development of the library system of GDR, 15 hours are provided in direct studies, 20 in external studies, 7 in post-graduate studies, and 12 hours at college level. The entire subject ends at university level with a final examination after the fifth semester, intermediate examination during the second semester. In external studies, the subject ends after the 6th semester with the final examination. Verbal intermediate examination in this case after the fourth semester.
In post-graduate studies, a paper has to be written, and at college level a final examination, to be done in writing, is obligatory.

Diploma and examination papers, as well as the final papers to be written at college level, are possibilities for the students to concern themselves with the matter in a more profound way. In the past years, these papers have been evidence for the increased quality of training in this field and its importance for training in library science as a whole.

University level library science training, due to the number of hours available and in the framework of teaching practice concepts, permits a comprehensive dissemination of facts, knowledge and problem correlations .

Students at university level have possibilities for the active combination of teaching and research, through consultation for diploma papers in research councils, and also through their own activities exceeding lectures and seminars, in a more profound work with original literature. For economic reasons (limited time for individual studies), and for reasons of accessibility of some of the Sources this possibility will usually be restricted to a small part of the students who are especially interested.

C Methodological and didactic problems

Training in library history, because of its own , initially formulated objectives and because of the detailed educational tasks , is bound to university and college studies. Library history, as a special sucject in social sciences, processes a certain part of the results of marxist-leninist history science, methodologically and didactically, as defined in the teaching programme.

On the basis of the inseparable interlacing of library history with the entire process of history, socio.economic constellations and constellations within society as a whole, are also given their special place in surveys. This seems necessary for various parts of history, since teaching practice has shown it to be important, to promote factual knowledge as well as profound knowledge of prerequisites in terms of education and science history among the students. This makes te ching somewhat difficult since it requires the students to work in several part-disciplines of cultural science simultaneously, provided the want to penetrate more deeply into the matter, and these disciplines differ rather considerably in their emphasis on different problems and require different types of methodological training.

Since training has to do without the full range of methods in history science training as a whole, it seems advisable to start with a brief introduction into historiographic methods.

The subjects library history makes use of skill and knowledge of the students acquired in their studies of the fundamentals of marxism-leninism and certain fields of specialised studies. With regard to the initially stated, under A, this raises problems of a further limitation and specialisation, but also of more intensive and substantial studies of other subjects.

D Teaching aids

Textbooks corresponding to one of the main complexes of subjects for training are not yet available. Letters of instruction have been prepared by the different schools, which cover substantial fields. (Dressler, I.: The library system of the USSR, Leipzig 1977, 90 pages; Greguletz, A.: Introduction into library history. Part 1 (Methods, subject, sources and development in the slave-owning society, Part 2 Fundamentals of library history in feudalism, Part 3 Fubdamentals of library history in capitalism/imperialism and the transition to socialism/communism., Berlin, 1978, 400 pages.; Kunz, E.: The library systems of European capitalist countries, Berlin 1974, 78 pages; Meyer, G.: Short library history of the GDR. Leipzig (in preparation); Mühle, W.: On the development of the library system of GDR. Berlin, 1973, 78 pages; Marks, E: The library system of the FRG and West Belin. Berlin, 1974, 74 pages; Riedel, H.: The library system of the United States of America. Leipzig, 1977, 67 pages; Siebert, E.: Short history of libraries in Germany. Leipzig, 1977, 149 pages.)

The concept of the letters of instruction is partly based on differring assumption with regard to the volume of knowledge to be imparted, as well as to the presentation of systematic historical correlations in teaching.

The student - be it at university or college level, for individual studies in many cases has to depend on literature which has not been written for the use by students. He had to and still has to cope with difficult reading matter and monographs to acquire the necessary basic knowledge.
Individual periods of time and scopes of problems were presented in a great number of detail studies in professional papers and periodicals, in some cases very ambitious from the historiographic point of view, this also includes a number of important publications on methodological and concretely historical questions of Soviet library science.
For the years of 1981 to 1985, two textbooks have been approved within the framework of the central plan for library science research, for the subjects library history in general and library history of the GDR.

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DIVISION: Education and Research

SECTION: Library Schools and other training aspects

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# Integrated Education for Librarianship and Allied Disciplines

by
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# INTEGRATED EDUCATION FOR LIBRARIANSHIP AND ALLIED DISCIPLINES

P N Kaula

[Discusses the role of information infrastructure in the overall social change in the developing countries. Mentions the different factors that should be considered in planning of Library and Information Science Education particularly in the developing countries. Examines the factors influencing LIS schools, mentioning the existing network of LIS education at various levels in India. Deals with the integration of LIS education with Archives and Museology. Highlights the integrated LIS education programme at the Banaras School. Suggests for the formulation of broad areas of study in integrated LIS education programme in view of recent developments in the field. Appends the countries categorised as developing countries according to the World Bank.]

## 1 DEVELOPING COUNTRIES

Developing regions of the world are in a state of dynamic change economically, technologically, socially, and politically. Societal changes effect the component structure of the society. The information infrastructure is one such component that could contribute to and guide the social change into desired directions. The education and training programme for library and information personnel should provide for the creation of professionals with social perspective, outlook and proper approaches to the relevant issues. Furthermore the international and regional development in information storage, information handling, information transfer and information dissemination should influence in appropriate measure the framework of education and training with the objective of developing national infrastructure and programmes. The need for such a change has become necessary for people living in developing countries.

Economically and geographically the world is today divided into three sectors: 1, Developed; 2, Developing; 3, Least developed. Only 25% of the people of the world fall in the first category; 75% lie in the second and the third category. The

developing countries also called the Third World apart from political and economic instability are faced with obstacles like lack of capital, non-availability of skill and specialisation, foreign exchange restrictions, indecision and inefficiency, psychological and social difficulties. They are also faced with shortage of skilled manpower. Under these circumstances, the developing countries have to make all efforts and take external help to [1]:

(a) Catch up with the programme in all spheres; and
(b) Become a positive element in the progress among the nations in the world.

The list of countries categorised as developing countries is given in appendix A. [2]

2 OBJECTIVES OF LIS SCHOOLS

The schools of library and information science, wherever they exist and in whatever status they are, have the additional responsibility of providing leadership in professional development. The aim of the school has to be reviewed and greatly strengthened the fabric of librarianship and its activities incorporating new concepts, devices and philosophy to produce an effective base for those who get trained to take up diverse jobs to serve the reading, academic and research communities. Among others John Dean has identified specific objectives of LIS schools in developing countries. [3] However, the following factors should be considered in planning library and information science education:

(a) Development in environment;
(b) Information environment;
(c) Role of information in national development;
(d) Role of library and information personnel;
(e) Role of LIS Schools in professional development.

(f) Future orientation in perspective; and
(g) Trans-national orientation in library and information programme.

## 3 INFLUENCE ON LIS SCHOOLS

An evaluation of education for library and information science in developing countries has already been made. [4] It has been stated that in several developing countries the design and structure of library and information science education have been based on the influence that the former colonies had with the master - coloniser countries. This is evident in the establishment of schools in Africa, Asia and Latin America. The key factor in this set up has been the environment of United States, U K and Soviet Union. Infact the developing countries can be further categorised on the basis of facilities and the influence that these three countries provide in the LIS education. These countries have been inviting students from developing countries, providing fellowships, travelship, internship and other facilities in their professional schools. Many developing countries have established adhoc schools with the assistance from one of these countries, though originally supported by Unesco.

### 3.1 The Indian Pattern

India stands as an exception in this development. It has a chain of 44 professional schools at the university level. Besides these, there are 15 professional schools run by professional organisations, 8 schools run by government managed bodies, 15 university schools providing for advanced training in library and information science, and 2 schools specialising in documentation. This network of schools for professional education is perhaps unique among the developing countries. These have been set up with indigenous resources and under the

pioneering efforts of the late Dr S R Ranganathan.

4 DESIGN OF CURRICULUM

In designing the education and training programme efforts have to be made to train persons for different types of libraries and research institutions. Traditionally the corriculum and education programme in various schools have been designed taking into consideration the need for librarianship.

4.1 Integration with other Disciplines

With the development of science and technology and the emphasis on information needs leading to documentation, the contents of courses have been oriented towards information work and service. But very few schools have oriented their curriculum to the needs of archives. The London University School is an example of the integration of librarianship, information studies and archives. While it was established in 1920 as School of Librarianship and Archives, which later got incorporated the contents of information studies as well. During recent years many schools in several countries do not provide for an integrated study of librarianship with archive studies. Archival Science has been provided as an elective paper in the Master of Library Science programme in India. It is termed as Archival Librarianship which provides for specialisation in archive and archival studies. Long back Dr Ranganathan had enunciated the Canons for Archival Science which are more or less antithesis of the canons or laws of library and information science. To illustrate this point, let us take the purpose of archives into consideration as against the purpose of library and information centre. The main aim of an archive is the preservation of records while the main aim of library is the dissemination of the contents of the reading materials. That is why when the first law of library science says that

"Documents are for use", [5] the first law of archival Science may say: "Documents are for preservation" while we mention the 2nd law of library science as "Documents are for all". [6] We may state "Documents are for the chosen few" as the second law of archival science and so on. But since archives store, handle and maintain documents and records, their jobs are related to librarianship and information activities. In fact I would go a step further. Another type of institution whose training has to be integrated with librarianship and information work is that of museums.

4.2 Integration with Museology

Museums provide for exhibition of rare materials which also include books, meanuscripts, photographs, pictures, other reading material and so on. The training for Museology is akin to the training in archival studies. In fact the material that is exhibited or presented in a museum are the material of archival interest. So efforts should be made to integrate the training of personnel working in museums and archives with those working in library and information centres.

The Banaras Hindu University which provides for library and information science training programme has also provision for the training of personnel for museology. Apart from being the second university in India to provide for Bachelor's degree programme in library science from 1942 onwards and the Master's degree in library science from 1955 onwards, it has provision for doctoral programme and other specialised courses. It also provides for M A Museology. So steps have been taken to integrate the education and training in library and information science with that of museology by suggesting a combined faculty of information and communication studies. This will also include the department of journalism and mass communication.

## 5 PROVISION IN CURRICULUM

The curriculum and the education programme for library and information science professional should provide for the following:

(1) Diversification of learning opportunities and work capabilities of individuals through appropriate streams of training, interdisciplinary programme, etc.

(2) Mobility of trained personnel from one programme to another for cross disciplinary educational experience.

(3) Developing library and information centre as a system and network in which information flow is needed both on demand and anticipation of demand.

(4) Providing change from technique-centered to user-centred and service oriented studies.

(5) Application of modern management techniques in the management and administration of library and information system.

(6) Providing to the trained personnel a holistic perspective of library and information science technology and service; attitudes and ability for maintaing an accurate orientation towards environment and reality.

(7) Developing the ability to apply scientific technology in the learning process and to create means, methods and system to meet the information need of the society.

## 6 INTEGRATED PROGRAMME

The B H U decided in 1972 to have a separate Master's degree programme in Documentation. The degree was to be named as M. Doc. It was a training programme, meeting the requirements of information centres and industrial organisations. Already two

centres namely DRTC and INSDOC have been providing specialised training in documentation which is considered equivalent to M.Lib.Sc. So the candidates with M.Doc. training could go directly to documentation centres. But with the emergence of information science and service the university has changed the M. Doc. into Master of Information Science. The course is now an integrated programme which provides for certain core courses common to Master of Librarianship, Master of Library and Information Science and also Master of Information Science and some papers which provide for specialisation in different areas like Information Science, Special Librarianship, Medical Librarianship, Law Librarianship, Agricultural Librarianship and so on.

6.1 Dichotomy Avoided

India has all along had the benefit of the leadership of Dr Ranganathan who did not provide a dichtomy in the training of librarianship and information science. By providing education and training programme in library science at an advanced level where specialisation is necessary, the course content contained the study of documentation (theory), documentation (practice), Information Storage and Retrieval and Information Service and Dissemination.

7 DESIGNING OF COURSE MODULES

In view of the new developments that have taken place during recent years an integrated training programme should formulate broad areas of study for a professional course in library and information sciences which would include the following:

(1) Information and society;
(2) Information seeking pattern;
(3) Information resources;
(4) Information system design;
(5) Information technology;

(6) Information services;
(7) Information system management; and
(8) Information investigation and research.

The topics stated above should be worked out in details for a Master(s Degree Programme and new topics should be included in the course modules taking into consideration the dominant interest of the following:

(a) Information seeking group;
(b) Information system design group; and
(c) Information system planning group.

In designing a discipline or sector-oriented information courses, separate short-term courses may be made out of the course modules. [7] These should include Medical Science Information, Health Science Information; Agricultural science Information and so on. The learning modules should integrate the theory, practice and skilled elements. It should not be such that the theory of particular subject area is taught devoid of its practice. In fact the teacher who teaches theory and practice of particular subject area within a course module, should co-ordinate and collaborate in giving the trainees a unified view of the subject. The learning module should encourage students how to learn by themselves to enable them to continue their education even after the formal training period in the school. It also facilitate the use of learning method individually and in combination with lectures, group discussion, field work, project, tutorials, concentrated study, individual study, colloquia suitable for integrating theory, practice and skill element. It should also facilitate intergroup and interdisciplinary actions and joint programme. A draft course of studies should be worked out keeping the above points into consideration. Such a course should have more electives like the following:

(a) Information System for Planning;
(b) Information System for Research and Development;
(c) Management Information System;
(d) Industrial Information System;

(e) Health Science Information System and Service;
(f) Agricultural Science Information System and Service;
(g) Environment Information System and Service;
(h) Bio-Science Information System and Service;
(i) Social Science Information System and Service.

8 INTEGRATED EDUCATION PROGRAMME

The integrated training and education programme in library and information science and also archival science and museology, should lead to a healthy practice of developing the innate faculties of trainees, who should be given facilities for comparative study of systems and practices based on a set of normative principles constituting the latest theory in each area of specialisation. It should also lead to a continuous research, individual research and team research on the application of different methods of teaching in each of different branches of librarianship, information science, archival studies and museology at different levels of training programme and help in developing new teaching methodology for library and information science in an integrated manner providing for improvement in the existing pattern.

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Appendix A

Africa

Algeria
Angola
Benin
Botswana
Burundi
Cameroon
Central African Republic
Chad
Congo, People's Republic of the
Egypt, Arab Republic of
Equatorial Guinea
Ethiopia
Gabon
Gambia, The
Ghana
Guinea
Ivory Coast
Kenya
Lesotho
Liberia
Libyan Arab Republic
Madagascar
Malawi
Mali
Mauritania
Mauritius
Morocco
Mozambique
Niger
Nigeria
Rhodesia
Rwanda
Senegal
Sierra Leone
Somalia
Sudan
Swaziland
Tanzania
Togo
Tunisia
Uganda
Upper Volta
Zaire
Zambia

Southern Europe

Cyprus
Greece
Malta
Portugal
Spain
Turkey
Yugoslavia

Middle East

Bahrain
Iran
Iraq
Israel
Jordan
Kuwait
Lebanon
Oman
Qatar
Saudi Arabia
Syrian Arab Republic
United Arab Emirates
Yemen Arab Republic
Yemen, People's Democratic Republic of

South Asia

Afghanistan
Bangladesh
Burma
India
Nepal
Pakistan
Sri Lanka

East Asia

British Solomon Islands
Cambodia
China, People's Republic of
Fiji
Hong Kong
Indonesia
Korea, Republic of
Lao People's Democratic Republic
Malaysia
Papua New Guinea
Philippines
Singapore
South Vietnam
Thailand

Western Hemisphere

Argentina
Bahamas
Barbados
Belize
Bolivia
Brazil
Chile
Colombia
Costa Rica
Dominican Republic
Ecuador
El Salvador
Guatemala
Guyana
Haiti
Honduras
Jamaica
Mexico
Netherlands Antilles
Nicaragua
Panama
Paraguay
Peru
Surinam
Trinidad and Tobago
Uruguay
Venezuela

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Division: Education and Research

Section: Library Schools and other Training Aspects

# Education for Librarianship and In-service Training in Libya

by

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Library education in Libya is really new in relation to such education in other countries of the world. This paper is an attempt to present a short review of the different stages of library training in the Jamahiriya. This has been an experience in a developing country trying to build its own technical and professional manpower necessary for initiating as well as developing libraries and information sources, starting from scratch. In less than a decade hundreds of all types of libraries and research centers were established and maintained by Libyans. The story of this library development is stated in this paper chronologically.

I. Library Education Before the 1970's

Libya had no academically trained librarians and no really trained librarians at all until the end of the 1960's. Many Libyans with library experience were aware of the poor library situation and were determined to work for library development, but this was very difficult in those days because of the lack of any support from the Libyan authorities. Those early librarians were able to attend some short training courses on librarianship offered at home and abroad.

Library training was very limited during the 1960's. In fact, there were nothing other than a few short training courses, some organized in Libya and some in other Arab countries. For example, twenty-one persons attended some short library training courses at Sers Elian in Egypt. During the same period three training courses were held in Libya: in Benghazi in 1965, in Tripoli in 1968 and again in Tripoli in 1968. The instructors in those courses were

foreign experts sent by UNESCO to help several Libyan ministries.

II. Library Education in the 1970's

The early years of that decade witnessed very clear progress in all types of libraries. This was only a part of the general progress in all aspects of life in the country. Students were awarded scholarships to study library and information science in many European and American universities and many institutions were established to offer short training courses on scientific principles to young librarians. These institutions and their contributions in library training are discussed here:

1. Training Inside the Country

A. The National Institute for Management

The Libyan government established this institute in 1968 to organize and supervize training courses for government personnel in all professions: managerial, secretarial, accounting, librarianship, etc. This institute organized many library courses in the 1970's to prepare librarians for all types of library work. These trainees will normally work in all government libraries: public, school, university and special. The trainees should be high school graduates or persons already working in government libraries. The courses last from three to nine weeks, during which the students are released from their ordinary jobs and become full-time students attending theoretical lectures and doing practical library work.

The courses cover many aspects of library work:

1. Library administration and organization

2. Cataloging and classification

3. Bibliography

4. Reference Services

5. Human relations

6. Typing.

In addition, the courses offer forty-eight hours of practical library work and visits to various libraries and sixty-four hours of typing. The following table includes all courses offered by the institute from 1970 to the end of 1980, their dates and durations, and their numbers of trainees:

| Course Nos. | Dates | Durations | Nos. of Trainees | Places of Courses |
|---|---|---|---|---|
| 1 | Oct. 10-Nov. 15, 1970 | 4 weeks | 27 | Tripoli |
| 2 | Sept. 25-Oct. 14, 1971 | 3 weeks | 90 | Tripoli |
| 3 | Dec. 6-Dec. 28, 1972 | 3 weeks | 35 | Tripoli |
| 4 | June 6-Aug. 4, 1975 | 8 weeks | 18 | Tripoli |
| 5 | June 1-Aug. 1, 1976 | 9 weeks | 48 | Tripoli |
| 6 | Mar. 5-June 7, 1977 | 9 weeks | 31 | Tripoli |
| 7 | Mar. 4-June 4, 1978 | 9 weeks | 49 | Tripoli |
| 8 | June 3-July 29, 1978 | 8 weeks | 26 | Benghazi |
| 9 | Nov. 1-Dec. 31, 1980 | 8 weeks | 64 | Tripoli |

(Source: Data obtained from the records of the institute.)

B. The Secretariat of Information

This secretariat organized two short courses to train some 250 persons working at different public libraries and cultural centers across the country. The first course was held in August and September 1973. The trainees were directors of public libraries and cultural centers. The second course, held in July and August 1975, was for the working personnel of the same institutions.

The objective of the first course was to provide directors with professional knowledge to increase their competence in librarianship and their administrative and technical skills so that they would be able to develop their libraries and cultural centers into genuine educational institutions or public universities. The second course had an almost similar objective--to give professional training to 113 persons without previous library training working at the same institutions. The latter course lasted for thirty-two days and included seventy-eight lecture hours in librarianship, forty working hours in different library departments and twenty lecture hours in national subjects such as history and language.

The lectures covered the following subjects:

1. Public libraries and their message
2. Library classification
3. Descriptive cataloging
4. Subject cataloging
5. Audio-visual materials and projectors
6. Circulation or lending services

7. Mobile libraries
8. References and bibliographies
9. Book processing
10. Children's libraries
11. Educational and psychological roles in reading development
12. Library administration
13. Public library services
14. Library acquisition and maintenance
15. Types of libraries

At the end of the second course, the Secretariat of Information stopped all library training activities. Although other government departments sent numerous requests for library training courses, none were organized except a special 1979 course in Benghazi for the personnel of the National Library. Two experts from ALESCO (Arab League Educational, Cultural and Scientific Organization) covered many library science subjects and especially technical services according to international standardizations.

At the end of each of these three courses, recommendations were sent to the Secretariat of Information asking for: 1) the organization of advanced library training courses, and 2) publication of manuals for library techniques and procedures. Such publications were necessary to achieve consistency in all library procedures throughout the country. Both recommendations were neglected and the poor library situation continues to exist.

C. The Libyan University

The Libyan University is the forefather of the two current

universities in Libya, Al Fateh University in Tripoli and Gar-Younis University in Benghazi. Before 1976, these two universities were called the Libyan University. Between 1968 and 1976, this university offered four library training courses, covering both theory and practice, and intended mainly for persons working in all types of libraries throughout the country. This open-door policy was later stopped and training was restricted to the personnel of the university libraries. This change was quite natural because university libraries badly needed trained librarians.

The first course lasted for two weeks, February 20 to March 4, 1968, and accepted thirty-two persons from many government ministries working in different libraries. Among the subjects taught were cataloging and classification, book processing, and library administration and services.

The second course lasted for seven weeks, April 1 to May 21, 1970, and admitted twenty persons, all from university libraries in Benghazi. The subjects taught were the same as in the 1968 course.

The third course lasted for about one month, January 18 to February 20, 1973, and accepted thirty-four persons from the working personnel of the university libraries in Benghazi and Tripoli, besides some school librarians from Benghazi.

The fourth course lasted from July 25 to August 18, 1976. It was held only for twenty-two working librarians from university libraries in Benghazi.

2. Library Training Courses Abroad

These courses were mainly held at Sers Elian in Egypt

during the 1960's and 1970's. Individual students used to be sent to these courses from various government ministries, especially from the Ministries of Education and Information. It is estimated that twenty-one students attended such library courses. Besides Sers Elian, the ALESCO organized some courses during the 1970's in cooperation with the Department of Libraries and Documentation of the University of Cairo.

The third source for the training of librarians was UNESCO, which sent many Libyans to attend training courses in the United Kingdom and the United States of America. The most important of these courses was in England in 1978. In that year the Ministry of Information sent eighteen Libyans to study the English language and librarianship for eighteen months so that they may be able to run the National Library.

3. Scholarships Overseas

This program for training librarians was the most effective one in creating librarians with high academic degrees. It started early in the 1970's and is still going on. With these academically trained librarians, library education in Libya began to be managed by qualified Libyans. By 1976-77, more than fifteen Libyans held higher academic degrees. This number of qualified librarians was enough to establish a library science department at Al Fateh University to teach the rising generation, but it is not enough to solve the problems that exist. Students are still sent abroad for postgraduate study because Libya's need for highly qualified librarians will not be satisfied for a long time to come. For example, according to the initial plan of the National Library

in Benghazi, eighty librarians with B.L.S. degrees and thirty with M.L.S. and Ph.D. degrees are needed to provide satisfactory services. In addition, the great majority of the thousands of all types of libraries in the country have no professional librarians. Libyan librarians thus have to work very hard to provide the necessary manpower. According to estimates, nine Libyans will return to the country by 1982, most of them with M.L.S. degrees and few with Ph.D.'s. These nine Libyans had been sent abroad on scholarships by Al Fateh and Gar-Younis Universities and by the Secretariat of Information.

III. Academic Library Education

The poor library situation in Libya caused people in positions of responsibility to think of establishing an institution for library education. Many attempts were made to open such an institution. The first attempt was made on April 19, 1973 when the Vice President of the Higher Council of the National Guidance created a special task committee for the development of the public and school libraries. It is called "The Committee of Books and Librarians." This committee recommended the establishment of a library science department at the Libyan University. This recommendation did not come into existence and a second recommendation was put forward stating that library education should be added to the curricula of Libyan teachers' training institutions. Qualified teachers of librarianship did not exist at these institutions, but their administrators wished to create an awareness of libraries and their roles in education. In

1975-76, therefore, librarianship was added to the curricula of teachers' training institutions.

The decision to establish a library science department in a Libyan university was made in September 1976, when the President of Al Fateh University approved the recommendation to establish a "Department of Documentation and Libraries" in the Faculty of Education. This department offers a four-year program of study leading to the B.A. in library and information science. Students are eligible for admission to the department after the completion of high school or its equivalent.

The department offers a wide spectrum of subjects in library and information science and in many psychological and educational subjects, such as the history of science, that may contribute to a good program in library science. At the beginning of the 1978-79 academic year, the department's name was changed to "Department of Libraries and Information." In this respect, a list of the department's courses might give some understanding of its type of training:

| Course No. | Subject No. | Course Title | No. of Credits |
|---|---|---|---|
| 1 | 401 | Introduction to Library Science | 4 |
| 2 | 402 | Introduction to Cataloging and Classification | 3 |
| 3 | 403 | Introduction to Information Science | 2 |
| 4 | 404 | Administration | 3 |
| 5 | 405 | Reference Services | 2 |
| 6 | 406 | Arabic Reference Services | 2 |
| 7 | 407 | Research Methods | 2 |

| Course No. | Subject No. | Course Title | No. of Credits |
|---|---|---|---|
| 8 | 408 | Descriptive Cataloging | 3 |
| 9 | 409 | Subject Cataloging | 3 |
| 10 | 460 | Library Classification | 4 |
| 11 | 461 | Bibliography | 3 |
| 12 | 462 | Technical Services | 3 |
| 13 | 463 | Subject Bibliographies: Social Sciences and Humanities | 3 |
| 14 | 464 | Subject Bibliographies: Pure and Applied Sciences | 3 |
| 15 | 465 | Abstracting and Indexing | 3 |
| 16 | 466 | Public and School Libraries | 3 |
| 17 | 467 | Special Libraries | 2 |
| 18 | 468 | Serials and Government Documents | 2 |
| 19 | 469 | Publishing Industry and Publishers | 2 |
| 20 | 470 | Documentation | 2 |
| 21 | 471 | Statistics | 2 |
| 22 | 472 | Building Library Collections | 2 |
| 23 | 473 | Audio-Visual Means and Materials | 2 |
| 24 | 474 | Introduction to Computer Science | 3 |
| 25 | 475 | Advanced Cataloging | 3 |
| 26 | 476 | Advanced Classification | 2 |
| 27 | 477 | Study of Manuscripts | 2 |
| 28 | 478 | Cataloging of Nob-Book Materials | 2 |
| 29 | 479 | Computer Use in Libraries | 3 |
| 30 | 480 | Field Assignment | 4 |

The first class of forty-nine students was graduated in June 1979. The majority of those graduates were employed by the Secretariat of Information; the others were employed by the university libraries and by some special libraries.

Recommendations and Suggestions

1. Due to the shortage of librarians in Libya, it is recommended that the Department of Libraries and Information must organize training courses for one year to persons working concurrently in libraries. These librarians should be high school graduates with at least three years' library experience. Those who fulfill the requirements of the training courses should be given diplomas.

2. It is recommended that the Department of Libraries and Information offer different programs to meet the needs of Libyan libraries so that students will not have to be sent abroad on scholarships. Students abroad spend nearly a year in studying a foreign language, which even then forms an impediment to their learning. The Department of Libraries and Information should therefore acquire all necessary resources and facilities, besides the needed specialties, to teach students of all levels, including the postgraduate.

3. It is recommended that the Department of Libraries and Information plan for a postgraduate program offering both the M.L.S. and Ph.D. in library and information science. This could be done through cooperation with some knowm universities in the field.

4. It is highly recommended that there be established a professional organization for Libyan librarians and those who

are interested in books, research and libraries. Such an organization would promote libraries and librarianship; issue a professional journal; attempt to solve the problems of all libraries at a high administrative level, instead of leaving individual libraries to face problems by themselves; organize and supervize conferences, workshops and short training courses to raise the academic level of librarians as well as the image of a Libyan library; and coordinate the efforts of all country departments concerned with libraries, and information and documentation centers.

References:
All the data in this paper were taken directly from the institutions affiliated with library training.

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Division: Education and Research
Section: Library Schools and Other Training Aspects

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# EDUCATION FOR SUPPORTIVE STAFF IN THE UNITED STATES AND CANADA

by

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Education for Supportive Staff in the United States and Canada

In my discussion of paraprofessional training in the library/media field in the United States I shall highlight some of the significant developments. The Office for Library Personnel Resources of the American Library Association has been intensily involved in setting criteria for training programs and assisting with definitions. The professional literature abounds with this topic and terminology ranges with a wide spectrum of names.

The concept of paraprofessional education in the United States has been marked by a milestone, that is the official policy statement adopted by the Council of the American Library Association in 1970 and revised in 1976, and available under the title "Library Education and Personnel Utilization." This document clarified issues and presented a significant change in professional thinking by establishing categories of library personnel. The following statement is included:

"To meet the goals of library service, both professional and supportive staff are needed in libraries. Thus, the library occupation is much broader than that segment of it, which is the library profession, but the library profession has responsibility for defining the training and education required for the preparation of personnel who work in libraries at any level, supportive or professional." (American Library Association, "Library Education and Personnel Utilization: A Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970." Revised Spring 1976. Chicago, ALA, 1977.)

The categories listed in this policy statement are now officially recognized by the American Library Association. They list professional and supportive groups. The supportive group consists of three categories: To the first category belong The Library Associate and Associate Specialist, for which a 4-year Bachelor Degree is required. The second category includes also two classes, namely, the Library Technical Assistant, and the Technical Assistant; basic requirements are "at least two years of college-level study." The third and lowest category is entitled Clerk, requiring some business or commercial courses.

On June 28, 1979 the American Library Association Council adopted a revision of its "Criteria for Programs to Prepare Library/Media Technical Assistants, originally approved in 1971 (American Library Association. "Criteria for Programs to Prepare Library/Media Technical Assistants." Chicago, 1979). In this document, the term has been defined as follows:

"A Library/Media Technical Assistant (referred to as LMTA) is a person with certain specifically library/media related skills - in preliminary bibliographic searching for example, or utilization of media equipment." This category assumes certain kind of specific "technical" skills.

In 1977, the Board of Directors of the Association of American Library Schools authorized "a study of the training of library assistants, library associates, library technical staff and the future direction in the training and use of these staff persons." The chaiman of this group, Doris Pagel, summarized the findings in a Report published in 1980 under the title, "Report of the AALS Task Force on Education of Non-clerical Support Staff" (Pagel, 1980). This Task Force concluded in February 1980 "that the data needed to make

recommendations regarding the developing of training and utilization programs by the schools and to delineate recommendations for AALS action are not available at this time" and that extensive research would first be needed. However, the findings of this group give already some interesting insights and I would like to share here some of the important ones.

The Library Technical Assistant category has been quite well defined in the literature, but there is very little information available on the Library Associate category. Thus the ambiguity of titles utilized and lack of unique functions of the two categories present a problem. Some studies even found 21 different titles assigned to 91 employed graduates of two-year library technician programs (James, 1975). There exists general consensus that the number of library workers at the paraprofessional level will continue to grow.

The U.S. Bureau of Labor Statistics predicts that the number of library technicians and assistants will grow faster than the average of all occupations through the mid-1980's. In order to help libraries define the unique functions of the paraprofessionals, professional associations have begun to establish detailed guidelines. In the educational sector, community colleges have become the institutions which train Library Technical Assistants, usually under a two-year program, and following the guidelines set by the U.S. Office of Education (1973).

The Standing Committee on Library Education (SCOLE) of the American Library Association has a Subcommittee on the Training of Library Supportive Staff that is currently compiling a directory of all

institutions offering undergraduate programs in library science, including the two-year colleges.

In conclusion, the Task Force cites Lester Asheim that "The primpary objective in identifying subprofessional and preprofessional tasks in the library operation is to upgrade the authority and responsibility of the professional person and the education he/she requires, because the library professional needs to be educated for more than the day-to-day operation of the library which paraprofessionals are increasingly doing."

Paraprofessionals in the United States have an articulate voice through their national association, the Council on Library/Media Technical Assistants, the association adopted the new name and new constitution and by-laws in 1976 to reflect the changing scene in the library/information field. With its 400 members (300 individual and 100 institutional) it is actively recruiting for increased participation. Its very useful publication program includes a newsletter, the COLT Newsletter, the publication of bibliographies and an extremely useful Directory of Institutions Offering or Planning Programs for the Training of Library Technical Assistants. (Taylor, 1976). Suzanne Gill, long-time editor of the newsletter, shared some of her thoughts in a recent article in the Wilson Library Bulletin (Gill, 1981). She says, "Paraprofessionals, like professionals, want recognition and acceptance. They want career advancement and the continuing education to make that possible. They want standardization of job titles and duties. They want salaries befitting their training." Like in the library field,

library/media paraprofessionals are also moving into fields other than librarianship, particularly those related to information technology, which effects the training and skills they need, so that courses in library technology, word processing, records and file management, and micrographics are now in additional demand. In some cases this involves a change in their name to "information technicians."

The basic document for the training of library/media technicians is entitled "Criteria for Programs to Prepare Library/Media Technical Assistants." First adopted by the American Library Association Council in June 1971, it was revised on June 28, 1979. Suzanne Gill compares both versions in the COLT Newsletter (Gill, 1979). She finds that a section by section comparison reveals no major changes, but mainly clarifying statements. This document offers an excellent basis for evaluating paraprofessional LMTA programs as they exist currently, particularly if an accreditation process should develop. Not included in these Criteria, however, is the rapidly developing area of information technology and other interdisciplinary developments. This document, however, still serves as an important tool in the development of LMTA programs and the formalization of paraprofessional training.

Library technology training programs developed fast during the 1960's to fill a manpower need, until they outnumbered the accredited graduate library schools. The 1976 Directory lists programs in 39 states plus the District of Columbia, American Samoa, Canal Zone and Puerto Rico, as well as 23 programs in Canada. 130 paraprofessional programs in the United States have been identified. Enrollment has leveled off and the state of the economy apparently affected the

discontinuance of some earlier programs. At that time, roughly 7,000 students were enrolled in Library Technology Programs, three-fifths of them, part-time, with the majority being women. Richard Taylor, the editor of the Directory, observes that "training for Library Technical Assistants is not at a stalemate. There are new programs being offered and planned ranging all the way from self-instruction courses to the various subjects of specialization. Many programs offer options whereby students may choose what particular aspect of library work is of interest to them. Curriculum is being changed, also, to allow for such options and to remain current in outlook."

Another trend is towards coordination in instruction with other disciplines so that the preparation of students is broadened without adding additional staff. There is also evidence that programs will be organized on a state- or province-wide basis. There is increasing uniformity in course numbers, names, and even complete programs and thus a trend towards standardization in training.

Charles Evans states in his very informative study (Evans, 1979): "The evolution of paraprofessionals will continue to be correlated to the evolution of librarians, and both will continue to evolve, inevitably, as libraries continue to change. At the moment, however, they have reached a plateau, consolidating and reinforcing past gains rather than pushing for further progress..." However, associations such as COLT promise to work towards progress.

Canadian literature uses the terms "Library Technician" rather consistently. Periodic in-depth surveys of library technician programs have been carried out for a number of years and are published in the Canadian Library Journal. In the eighth such survey in 1979, Jean Weihs, who is the Course Director for the Library Techniques Program at Seneca College of Applied Arts and Technology in Ontario, summarizes her findings and gives detailed tabulations on the 23 programs listed. (Weihs, Survey, 1979). Most of the Canadian programs are offered at community colleges or colleges of applied arts and sciences and range in duration from 10 months to usually two years.

In an article on "Library Technicians in Ontario," Dorothy Kew cites the accepted definition of a library technician as "a graduate of a two-year diploma of library techniques, who fills the need for a paraprofessional level between the library clerk and the librarian." (Kew, 1980). To train library staff on the job was found too costly and time-consuming, so that formal programs to prepare library workers were needed. The emerging community colleges were able to fill this need and the first library techniques course in Canada was established in Manitoba in 1962, and others followed soon, so that about 2,000 library technicians were graduated in Ontario since then.

Educational programs are based on the "Guidelines for the Training of Library Technicians," developed by the Committee on Education for Library Personnel: Library Technicians and passed by the Candian

Library Association Council in 1973. These Guidelines are being reviewed for any changes to meet new needs.

Under the term "basic courses" for such programs, the following subject areas are defined:

Introduction to libraries;

acquisition procedures;

cataloging and classificatio

circulation routines and library publicity;

reference work-reader services and children's literature.

Additional requirements are developed according to regional needs. For instance, in Ontario the program of instruction combines academic courses (50%) with 25-30% library-technical and 20-25% technial related courses. Field practice in different types of libraries is also part of the curriculum, and there is usually a broad range of electives, and in some instances, specialization possible, such as for the health sciences.

An interesting phenomenon in Canada is that library technicians have formed five strong provincial associations, but not yet a national organization except for the previously mentioned Committee of the Canadian Library Association. Those associations work towards a clearer definition of the role of library-technicians and promotion of their status.

Thus one can say that professional training of library technicians is well established in Canada and detailed information is readily available through these ongoing surveys.

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# Library management and the education of support staff

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# LIBRARY MANAGEMENT AND THE EDUCATION OF SUPPORT STAFF

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## 1. INTRODUCTION

1.1 The present paper outlines some consequences of the current organisation of the separate education of professional and paraprofessional staff, in order to raise some general issues concerning the adequacy of our perception of a library system's needs. It asks questions but does not give answers. It is merely offered as a stimulus to discussion by the expert participants at this IFLA General Conference as we look to the social and technological world of the year 2000.

1.2 The situation as described may not be applicable to all countries, and I take most of my examples from the English-speaking countries with which I am the most familiar. However, I agree with Nasser Sharify that: "Librarianship is international... Since we have established that societies and the needs of individuals living in them are becoming more and more international in nature, the educational programmes in library and information science thus are to become more and more internationalized if we are to serve our profession accurately".(1) Furthermore, one of the effects of the new technology will be to facilitate international access to data and knowledge, so that nations and other communities which are at present information-poor will share in the global wealth on a much more equitable basis. It is for this future situation that we must structure our

library networks, and plan the formation of staff for the various specialist functions.

1.3 The theme of this open session is: "Education for supportive staff", to which Professor Fang, Professor Abramov, and myself have been invited to speak. A fundamental question is who is supporting whom? I have chosen to look firstly at the para-professional supporting the professional librarian, but we must also bear in mind other relationships. Work specialisation may be called for as the number of library staff increases, and the concept of supportiveness arises from the distribution of tasks.

## 2. SUPERVISORS AND WORKERS

2.1 Because most librarians are not self-employed, we normally work in a staff superior or subordinate role. Historically much of the concern of people working in libraries has been directed towards defining and changing their roles in the organisation and in society. It is true that our professional library associations claim as an aim the improvement of the standard of library services to the community but a major purpose is also the raising of "the status of the library profession".(2)

2.2 To a large extent the status of librarians may be measured by the degree of external control by committees or higher management. There is a big difference between a user's advisory or consultative committee, and a policy-making one. The variety of meanings ascribed to the word "librarian" in the English-speaking world also illustrates the history of status-seeking. These are:

(a) the only worker in a one-person library;
(b) everyone working in any library;
(c) the chief manager in a library, directing the work of assistants;
(d) library workers with certain minimum qualifications.(3)

In Britain, the Library Assistants Association was founded in 1895 because the Library Association itself was non-public library oriented and was largely concerned with (chief) librarians. "The early policy of the L.A. in recognising chiefs as full members and assistants as associate members without right of voting or office holding, created a climate in which the latter felt a personal need to study. The second-class status accorded by the L.A. led directly to the formation of the L.A.A. as an independent body".(4) Library education was therefore seen as the way to vocational advancement, and professional status as the key to social enhancement.

2.3 By the 1960's the situation had developed in Britain and Australia. There were still unqualified library assistants, but "professionally qualified" librarians filled the posts of chief and of senior staff. Chiefs and possibly some seniors may have had largely a managerial/administrative role, but other qualified staff would be engaged on professional tasks such as cataloguing and readers' assistance. Two factors have postponed serious overproduction of professional librarians - the expansion in the number of posts available following increasing population, and the introduction of three-year first-degree courses to replace the examinations of the professional associations.

2.4 The upgrading of the education of librarians in Australia and Britain has been an opportunity to raise academic and professional standards, and was made possible by changing cultural conditions which have created societies which expect that many people will go on to tertiary education. This expectation has been reinforced by massive expenditure in this area in spite of recent cut-backs. Whether this has increased the relative status of qualified librarians is doubtful, though it has at least maintained it relative to other aspiring professions.

2.5 However, it is worth pointing out that tertiary education of professional librarians is usually provided at the lower status colleges of advanced education (in Australia) or polytechnics (in Britain). Where universities in these two countries offer professional courses in librarianship, they tend to be the ones attracting more students from lower socio-economic backgrounds. However, student librarians taking first professional awards at these institutions may have taken first degrees at higher-status universities, particularly in Australia. (It is not suggested that the lower-status institutions are educationally inferior, but that their vocational emphasis attracts - or provides social mobility opportunities for - certain students).

2.6 Library systems, like any other formal organisations, "are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals".(5) The goals of libraries are often poorly-defined, but they should be the main guide to the kinds of workers to be employed. This has a direct bearing on the education and training provided for people working in libraries. As the goals change in response to the needs of society, so the education

of staff will differ. It is the library manager's task to select the appropriate kinds of workers from those currently available, to train members of staff in their jobs, and to ensure that the library schools anticipate new staff requirements by providing education for the future.

## 3. THE TRAINED NON-PROFESSIONAL

3.1 So far we have been concerned with the aspirations of librarianship to be recognised as a profession, and the education of library assistants to become recognised as professional librarians. However, a natural consequence of education is the expectation of higher pay, and of being given duties for which professional studies have been undertaken. The reality has been different: non-qualified staff have in the past occupied professional posts, and qualified staff have been employed on tasks which have required little or no training. At the same time there have been technological developments which have called for new skills to be available amongst library staff.

3.2 The answer to this problem was seen to be the restriction in the number of professional librarians, and the creation of a class of "library technicians" from the ranks of the unqualified library assistants. This last model regards professional librarians as technologists, assisted by qualified technicians. One Scottish educationist sees this development not just as a logical result of the restrictive practices of professionalism, but as an actual threat to the concept. "A brief, historical glance at the last 100 years shows how Britain has changed from a society which was fairly easily separated into purely

professional and manual groups to a society in which the professional and manual groups get further and further apart, in one sense at least, with the gap between them being filled by more and more technicians posts. The manual and professional groups share the fate of being squeezed out by technician education".(6)

3.3 In Britain a special working group was set up by The Library Association to identify and define the tasks appropriate to a professional librarian. This reported in 1962, at a time when almost all professionally qualified librarians were non-graduates, but it is still referred to as a source of tasks for the library technicians being trained in the 1980's.(7) Since that time, two-year courses variously termed sub-professional, paraprofessional, or technician, have become standardised in many countries. Difficulties in clearly defining the professional duties of library and information workers have been ascribed to the incomplete state of the basic theoretical knowledge, and it has been suggested that professionalisation should be built around a basic core of tasks at a measurable standard (e.g. aspects of bibliographical organization, information service, reader guidance, library management and research). Other routine activities would be performed by paraprofessionals and clerks, with a growth in the number of trained paraprofessionals being envisaged.(8)

3.4 During recent years the matter of training library assistants has caused much discussion. In the German Democratic Republic some two years ago, a paper was published concerning the selection, theoretical and practical training, and examination of untrained general assistants in general and

special research libraries.[9] We hope that colleagues from our host country will inform this meeting about the latest developments in the DDR. In Finland the initiative of the Association of Library Assistants in 1970 led to two-year courses which included foreign languages, typing, and basic computing. In 1977 the Ministry of Education envisaged three-year practical courses with more subjects but less library science, which raised questions of differences in educational levels and the negotiation of salaries.[10] Two years later a Working Group recommended the establishment of four Finnish-language and one Swedish-language training centres to produce some 170 library assistants each year to meet the country's needs.[11]

3.5 In the German Federal Republic several states have initiated training programmes for library assistants following the government order of 1975, and the larger libraries were favoured for in-service training. By 1978 some 300 persons were being trained, but it was still not clear exactly what the roles of qualified librarians and library assistants would be.[12] In North Rhein-Westphalia, for example, a plan was drawn up for a two-year course to include both general subjects (religion, politics, German and sport) and technical ones (administration, economics, and librarianship).[13] It was apparent that further education of assistants (like that of professional librarians in Britain and Australia) was to consist of both vocational and general aspects, though the latter was more consciously "cultural" in the Federal Republic than in the other two countries. There were not enough career opportunities for assistants in academic libraries and this resulted in professional librarians spending their time on routine tasks. Grading needed

to be re-evaluated and the assistants' salary scales extended.[14]

3.6 It is apparent that in many countries there has been a move towards two grades of qualified library workers: the graduates (or professional librarians) and the diplomates or certificated staff (para-professionals or qualified assistants). In Australia the current almost-uniform provision of courses for library technicians owes its origin to a dedicated group from the state of Victoria in the late 1960's. Their efforts resulted in a part-time course being offered at Whitehorse Technical College in suburban Melbourne in 1970. Since that time several factors have contributed to the establishment of two-year (or equivalent) courses in all States except the Northern Territory. These factors may be identified as:

(a) the realisation of the need for scientific and technological education and its flow-on to technical education, with the consequent funding of the Technical and Further Education (TAFE) sector;

(b) the overproduction of professional (graduate) librarians;

(c) the introduction of the new technologies and of non-book media resources into librarianship, fostered by the media-based development of school libraries in particular;

(d) the political hard-work of the advocates of library technicians in ensuring a place for the two-tier system in the grading schemes of employers (mainly State or Municipal governments), and in the umbrella organisation of the Library Association of Australia (L.A.A.).

3.7 A major landmark was the National Workshop held in Melbourne in 1976, organised by a committee of the Technical Division of the State's Education Department "to advise on the development and operation of library technician courses in Victoria". Because of the educational independence of Australian states the "divergences between library technician courses established in Australia would make it very difficult to secure comparable salary scales and working conditions for library technicians throughout Australia and ensure their mobility from one State to another. Action seemed essential, both to iron out divergences between the existing courses and to ensure that future courses would conform to agreed general standards".(15) This was followed by a second Workshop in 1979. The practical result is the establishment of an impressive but rather standardised TAFE system in the various States, which offer library technician courses in 14 technical colleges. These are mainly part-time for in-service students, but some full-time facility exists in three of the colleges. Professional (degree) librarians are trained in the separate tertiary education system (some universities but mainly colleges of advanced education). However, two CAE's do offer library technicians courses: Nedlands in Western Australia offers an Associate Diploma in Library Media in addition to professional education for teacher librarians, and Prahran in Melbourne offers the standard course of the Victorian Education Department but no professional course. As with graduate librarians, there is an imminent over-production of library technicians in Australia.

## 4. TWO-TIER OR THREE?

4.1 One consequence of the two-tier system is the weakening of the idea of a core of studies for library workers, and the development of two clusters of expertise instead. It was assumed that a core will prepare a person to work in any type of job in any type of library. However, it has been suggested that this is a myth because "differences have begun to appear between types of libraries, and between libraries of different sizes within the same type. More and more specialization has crept into library jobs". This encouraged the movement for the creation of library technicians "to free the professional" analogous to those in medicine or dentistry. Wallace Bonk long ago saw that in the U.S.A. three general levels of training librarians seemed to be emerging, as expressed in library education and affecting library administration.(16) These were seen as:

(i) The library technician's two year course at community college level;

(ii) The first (bachelor's) degree level of generalist training which is considered professional in Australia and Britain but non-professional in the U.S.A.;

(iii) Graduate (master's and PhD) level for the specialist, including administration.

4.2 The first attempts at job-classification (with implications for library management and library education) were concerned to separate "professional" from "non-professional" tasks. This was a useful exercise in task analysis designed to foster the concept of professionalism, but which resulted in the growth of the new section of qualified library technician. I tend to agree with Professor

Havard-Williams that: "The view of some of the schools that the profession must become wholly a graduate one is hopelessly unrealistic"[17], because the concept of librarianship has changed and is continuing to change. There is a variety of skills needed, not all of which are appropriate to a tertiary education course.

4.3 However, a two-tier structure is not the only alternative to a single professional one, and three-tier models have been proposed. Havard-Williams saw information staff as being divided into the following categories for example:

"(i) personnel responsible for research in design, control and development of information systems;

(ii) personnel directly concerned with executing documentation, library and archives processes and functions;

(iii) personnel supporting the work of the (b) group, i.e. operational, executive and technological as well as administrative management and secreterial functions."[18]

4.4 It seems to me that the way library education has been developing during the past ten years will inevitably create at least a three-tier library structure, and that library management should take account of this trend. It also has implications for the planning of library systems, so that the infrastructures should be re-designed. When Havard-Williams asks: "Can one say with any justification that a fully qualified graduate librarian is required for a small departmental library of 5,000 volumes or as librarian of a branch library for a village of 1,000 inhabitants?"[19], he is really asking whether that service point requires a

graduate professional at that interface situation. He is not asking whether the total system requires one.

4.5 It must be emphasized that the two-tier qualified library worker model involves three tiers with the library technician sandwiched between the "professional" librarian and the library clerks. In the struggle for recognition the technicians need to expand their tasks upwards, so changing the role of the professionals. As the number of technicians increases there is need for fewer professionals in the system; the professionals become the managerial staff.

## 5. THE THIRD TIER

5.1 Staff not qualified as library managers or as technicians normally possess qualifications for skills which make them horizontally mobile. That is, their careers are not necessarily in the library/information service. They may have skills in typing, inter-personal communications, or computerised systems analysis and design. The library employs them as specialists in some area: bad personnel management will view them as inferiors but good management will recognise them as important members of the library team.

5.2 Some library aides may be regarded as being engaged in in-service training. In 1978 Ventura County (California) was able to maintain its branch library service only by using the voluntary services of some 440 residents who donated 13,170 hours. These people were organised by the Library Services Agency and directed by a full-time Co-ordinator of Volunteers.

Two training programmes were operated for them: (a) a volunteer story tellers workshop, and (b) a 20-hour internship for work in smaller branches on undertaking to work certain hours for the next six months. Some 200 dropped out of the scheme and their training may be considered "lost", but better public relations was a by-product of the scheme. It was not cost-effective in its first year of operation, and fears that their use would make professionally educated librarians redundant proved groundless.(20) Another use of semi-skilled labour was reported at a college in Indiana (USA), where a project employed specially trained students to act as information transfer agents for 1st and 2nd year students. In this case the library was also using to advantage the senior students' knowledge about academic life and the bibliographic needs of courses of study.(21) Such temporary assistants may cause special problems for management, but are also an opportunity to utilise student-oriented skills.(22)

5.3 The use of unqualified staff at the systems interface raises several questions, not the least of which is the quality of service given. Professional literature from several countries reports the varied and often poor reference service given in public libraries, so it should come as no surprise that the use of non-professionals may cause some problems. A survey at the University of Nebraska at Omaha over 44 randomly selected days gave a range of questions for analysis. These were categorised broadly as (a) directional (44.1%); (b) instructional (15%); (c) reference (32%); and (d) extended reference (5.9%), and then subdivided further. It was concluded that carefully trained non-professionals could answer about 80% of questions likely to be asked.

The reference interview stage is important, and a possible barrier to professional help. A structured series of 25 reference interviews created from actual enquiries was set up to compare two centralised reference services staffed by (a) professionals, and (b) non-professionals with access to subject specialists. The interviews involved indirect or hidden questions where the client was reluctant to express the real question, and faulty information questions. As may be expected the professionals gave the better service in both cases, and it was noted that the non-professionals did not make as much use of subject specialists and professionals as they ought.(24)

5.4 This is one of the library world's greatest problems: how do we ensure that each service point - no matter how small - has direct or indirect access to professional help? In the GDR a Library Ordinance of 1968 assigned community libraries with non-professional staff to the country's system, bringing in some 8,500 non-professional staff. In 1971 came guidelines charging city and rural regional libraries with the task of arranging training to foster rural cultural developments. In the late 1970's it was felt that training programmes should give more emphasis to practical library activities, and perhaps our colleagues could bring us up-to-date on these developments.(25) A good example of library planning to take into account the realities of small scattered communities being unable to support their own professional staff, is found in the state of Western Australia. Here 136 of the 138 local government authorities provide library services in conjunction with the State's Library Board. There are some 170 service points which the Board has now organised on a regional basis centred on professional

staff. This has meant a change in the duties of the new regional librarians, and a significant increase in their role as managers as well as resource persons.(26)

## 6. PLANNING AND EDUCATION FOR THE FUTURE

6.1 Existing library systems tend to be traditionally hierarchical in the Weberian sense, and the use of the phrase "tiers of staff" reflects this. Staff may be seen to be divided by status, duties, education and pay; this creates a form of social class particularly if mobility between tiers is not general. From this point of view the emergence of library technicians may perpetuate the system although attempts have been made to counteract this. "Library technicians have specialist skills and expertise beyond the capacity of the professional librarian. They should be valued for the actual skills they have, not merely because they allow the professional librarian to get on with the job for which he or she has been trained. If there is still a lingering doubt that the library technician is subservient in some way, it ought to be dispelled, and one way is through the sort of course that you provide for library technicians."(27)

6.2 This raises the question: Is the concept o professionals and sub-professionals outmoded? The concept perpetuates vocationally-based social divisions, and fails to meet needs for specialist staff needed to operate equal-access library systems. The existing dichotomy of professional/sub-professional staff tends to determine the organizational infrastructure of a library; reinforces managerial

amateurism by professional librarians; encourages employers to use the less-expensive sub-professionals in smaller service units; and fails to recognise the need for a wide variety of specialist skills. Some possible solutions include less pay differential between library staff; a new organizational design; and educational facilities allowing transfer between specialisms.

6.3 The concept of support staff is based on a satellite model. Here the team workers revolve round the professional librarian and support him in his work. They exist to serve his professional needs as he sees them in order to carry out his professional functions. It may be countered by an organisation based on the lattice model. Here the team members together offer the service and contribute their occupational skills to the team rather than to the librarian. Each skill is rated equally in importance and it follows that they are not rated by status as professional or non-professional.

6.4 I have elsewhere suggested that library systems are going to need:

(a) managerial staff
(b) administrative staff
(c) technical staff
(d) clerical staff,[28]

and this will involve much greater emphasis on education for systems design, planning and development. "In 1955, Joan Woodward founded contingency organization theory by showing that differences in the structures of organizations depend on differences in the technology employed by these organizations."[29] The usage of the new technology and the employment of library technicians who will become increasingly involved in its implementation will undoubtedly

affect the infrastructure of library systems. It seems probable that a flat structure may be adopted using a much smaller percentage of graduate librarians/managers, and a larger proportion of technicians. Comprehensive systems would incorporate library, archives and other information workers who would have some of their training in common.

6.5 We can envisage management being "supported" by administrative assistants to deal with personnel, planning and budgeting, facilities and equipment.(30) With proper management information systems using microcomputers (desktop technology) it should be possible to create a loosely coupled federation of service points which would "absorb people from widely divergent cultural backgrounds and deal with diverse sub-environments."(31) In this regard large regional library systems employing a variety of specialist staff, and having many service points, may be likened to the multicampus college and university systems of North America.(32) These large systems may be more able to plan for the period of limited growth, fiscal constraints, and changes in the nature of staff if not actual retrenchments. New services would have to be funded by reallocation from existing ones.

## 7. CONCLUSION

7.1 This paper notes the emergence of a middle level library technician staff, and the need for specialists such as administrative assistants, systems designers, archives and other information experts to be employed within regional library systems. It sees fewer graduate librarians being needed, but an urgency for much greater emphasis on managerial techniques.

These developments imply changes in the present provision of education for librarianship.

7.2 The concept of professionalism would disappear, and the idea of support staff would be replaced by that of specialist teams of equal status in the organization.

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(3) Library Association of Australia, op. cit., p. 59, which states that: "A librarian is a person who is a professional member of the Library Association of Australia or who has qualifications sufficient for him to be admitted as a professional member...A person who is not a librarian should not be called a librarian and should not be appointed to the position of a librarian."

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